

# **ANALYSIS OF 8<sup>th</sup> B GRADE STUDENTS' SPEAKING ANXIETY IN SMPN 11 YOGYAKARTA ACADEMIC YEAR 2017/2018**

**Murwani Subagiah**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**UNIVERSITY PGRI OF YOGYAKARTA**

## **ABSTRACT**

MURWANI SUBAGIAH. Analysis of 8<sup>th</sup>B Grade Students' Speaking Anxiety in SMPN 11 Yogyakarta Academic Year 2017/2018. Undergraduate Thesis. *Yogyakarta*. Faculty of Teacher Training and Education. PGRI University of Yogyakarta. September 2017.

This research aims to know the factors that cause students 8<sup>th</sup> B grade anxiety when speaking English. This research was done in SMPN 11 Yogyakarta academic year 2017/2018. The researcher find some problems in speaking skill of students 8<sup>th</sup> B grade are low and do not have self-confidence enough. The problems are influenced by some factors such as students, teacher, media used, and the process of speaking in the class. It makes the researcher interest in conducting research. This research focus on student's speaking anxiety based on the characteristics of anxiety and the factors that caused student anxious.

This research was qualitative in nature. Data collecting technique was done by observation, interview, and documentation. The research subject was student 8<sup>th</sup> B grade that the amount was 34 students. The subject interview of this research was conducted by purposive sampling technique. The subject of research was taken nine students from 34 students of 8<sup>th</sup> B grade. Those nine students consist of three students from up group, three students from middle group, and three students from under group. Every subjects of research interviewed associated with anxiety in speaking English. Then it was analyzed by using data reduction, data display, and conclusion drawing/verification.

The result of this research shows that students who feel anxiety when speaking English were caused by some factors. Those are lack of vocabulary, difficult to pronounce the words, fear of making mistake, and fear of negative evaluation.

*Keywords: Speaking, Anxiety*

## **ABSTRAK**

MURWANI SUBAGIAH. Analysis of 8<sup>th</sup>B Grade Students' Speaking Anxiety in SMPN 11 Yogyakarta Academic Year 2017/2018. Skripsi. Yogyakarta. Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Yogyakarta. September 2017.

Penelitian ini bertujuan untuk mengetahui faktor yang menyebabkan siswa kelas VIII B cemas ketika berbicara bahasa Inggris. Penelitian ini dilakukan di SMPN 11 Yogyakarta pada tahun ajaran 2017/2018. Peneliti menemukan beberapa masalah pada skil berbicara siswa kelas VIII B yang masih rendah dan tidak mempunyai kepercayaan diri yang cukup

saat bahasa Inggris. Masalahnya dipengaruhi oleh beberapa faktor seperti siswa, guru, media yang digunakan, dan proses berbicara bahasa Inggris di kelas. Hal tersebut membuat peneliti tertarik untuk melakukan penelitian. Penelitian ini fokus pada kecemasan berbicara siswa berdasarkan ciri-ciri kecemasan dan faktor-faktor yang mempengaruhi siswa cemas.

Jenis penelitian ini adalah penelitian kualitatif. Pengumpulan data dilakukan dengan menggunakan observasi, wawancara, dan dokumentasi. Subjek penelitian dalam penelitian ini adalah siswa kelas VIII B yang berjumlah 34 siswa. Pengambilan subjek wawancara dilakukan secara *purposive*. Subjek penelitian yang akan diwawancarai diambil 9 siswa dari 34 siswa kelas VIII B. Masing-masing terdiri dari 3 siswa dari kelompok atas, 3 siswa dari kelompok tengah, dan 3 siswa dari kelompok bawah. Setiap subjek diinterview berhubungan dengan kecemasan dalam berbicara bahasa Inggris. Kemudian data yang diperoleh akan dianalisis dengan menggunakan data reduksi, penyajian data, dan kesimpulan/verifikasi.

Hasil penelitian menunjukkan bahwa siswa yang merasa cemas ketika berbicara bahasa Inggris disebabkan oleh beberapa faktor. Faktor tersebut adalah kurangnya kosakata bahasa Inggris, sulit untuk mengucapkan kata bahasa Inggris, merasa takut salah, dan merasa takut dinilai atau mendapatkan evaluasi yang negative.

*Kata kunci: Berbicara, Kecemasan*

### **Formulation of The Problem**

What are the factors that cause anxiety in speaking English of students 8<sup>th</sup> B grade SMPN 11 Yogyakarta?

### **The Objective of The Problem**

According to formulation of the problem above, the objective of the problem is:

To know the factors that causes students 8<sup>th</sup> B grade anxiety when speaking English.

## **INTRODUCTION**

In formal education, English becomes a subject which has to be taught in the school. English that is taught covered in four skills, such as listening, speaking, reading, and writing. Besides that, in the teaching English also learned some componens such as vocabulary, grammar, and pronunciation. Almost of all school in Indonesia, begin from junior to senior high school used English as subject in the final examination school, that is called as UN (Ujian Nasional). Furthermore, English becomes a medium language to other knowledge that uses two languages or bilingual book in international school (RSBI). And it can be already found in some cities in Indonesia. English subject needs to be given early with the a purpose of students are able to recognize and communicate properly in English. Besides that they will be able to face global competition which is English has an important role as an international language in the world. Nowadays, there are many students still disinterest in English. They have thought that English is difficult language to master, pronounce, learn, and practice in daily life.

The goal of language learning is able to communicate using a good English. The communicating purpose of English learning process is to emphasize an oral practice of speaking. However, there are many student do not have self-confidance when they are speaking English in front of the class. It makes the student feel anxious and speechless. Horwitz, Horwitz, and Cope (1986: 127) defined that foreign language anxiety concerns performance anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation. There are several factors that affected in students success of learning English in speaking. Those are teacher, student, interaction between student and teacher in the process of speaking class and also the support infrastructure.

Based on the result of observation that has been done in students 8<sup>th</sup> B grade of SMPN 11 Yogyakarta showed that students activity in English and learning prosess are directed only by teacher. It included in four skills such as writing, reading, listening, and speaking. Besides that, the researcher was found some problems in speaking skill of students grade 8<sup>th</sup> B were low and did not have self-confidende enough. The problems are influenced by some factors such as students, teacher, media used, and the process of speaking in the class.

## **LITERATURE REVIEW**

Speaking is the productive aural/oral skill. It consist of producing systematic verbal utterance to convey meaning (Nunan, 2003:

48). According to Cameron (2001:40) state that speaking is the active use of language to express meaning so that other people can make sense of them. Speaking means convey an idea in specific purpose. Based on Brown (2004:140) speaking is a productive skill that can be directly and empirically observed. According to the experts above, it can be conclude that speaking is an activities to express emotions, explore the language, and reaction. Someone who speaks is called as speaker which able to express their language to the listener to communicate. By this oral communication, people can interact to the others spontaneously.

Speaking is perhaps the most demanding skill for teach (Wendi & Lisbeth : 38). Speaking hold the important roles in learning English. The purpose of speaking is students are able to use English well in oral communicating. Therefore, in teaching English the teacher should give a guidance and train the students' tongue to speak in English. The students that express the words in English frequently will train their memory to remember English.

Everyone has anxious experienced when they are dealing with the other in certain situation. Wiramihardja (2010:67) states that anxiety is an emotional state, where the individual is weak so they do not have a bold and unable to be rationally act as it should be. According to Duran and Barlow,(2006:158) anxiety is unpleasant experienced. It involving feeling, behavior, and physiological responses. Everyone has experienced in anxiety and the

opposite, that it joy. Both of those experienced can not be separated in human life.

Rico (2013 : 54) argue that Anxiety about language learning is feelings of self-consciousness, desire to speak perfectly, and fear of making mistakes. Using a foreign language can threaten a person's sense of self because speakers know they cannot represent themselves fully in a new language or understand others readily.

Eda Taysi ( 2015 : 587) states that there are four main categories of students opinions about the problems of students while speaking English. The first is lack of vocabulary, the students might be anxious about not being able to use already acquired vocabulary. The second is concerns about pronunciation, the students did not have confidence in pronouncing the words and they are afraid of mispronunciation. The last is grammatical concerns, the students feel hesitants about speaking English since the want to make grammatically accurate sentences and they afraid of making mistakes.

Whereas, Horwitz, Horwitz, and Cope (1986 :127) defined that foreign language anxiety concerns performance anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation.

Based on the description above, here is the ilustration of factors that contribute students anxiety when speaking English adapted from Rico, Taysi, and Horwitz. Those are:

- a. Fear of making mistake
- b. Lack of vocabulary
- c. Concerns about pronunciation / misspronunciation.
- d. fear of negative evaluation

## RESEARCH METHODOLOGY

This research is qualitative research. The research was conducted in 8<sup>th</sup> B grade SMPN 11 Yogyakarta. The source of data in this research were the students of 8<sup>th</sup> B grade who have been chosen as subject and teacher of English subject. The subjects were consisted of nine students of thirty four students class 8<sup>th</sup> B. It consists of three students from up group, three students from middle group, and three students from under group. Researcher determines the subject by using purposive sampling technique based on Sugiono. According to Sugiono (218:2015) Purposive sampling technique is determine the sample of source data with consideration. There were two consideration to determine the subjects in this research. The first was based on the students practice score (*nilai keterampilan*) which get from the teacher. The second was the researcher experience when did teaching practice (*PPL*) in academic years 2015/2016.

### Data Collection Technique

#### 1. Observation

In this research, the researcher used non participant observation. It is an observation which is the researcher as spectator of event that is becomes a topic of research (Emriz, 2012: 40). There are several

statements regarding aspects of observation about student speaking anxiety in English.

#### 2. Interview

This research was used unstructured interview. The researcher takes the problem of student speaking anxiety in English. The researcher used the guidelines to make interview's questions based on Duran and Barlow theory. Which is anxiety involving feeling, behavior, and physiological response. The following questions were asked:

- 1) Do you like English? Why?
- 2) Do you felt anxious when speak English? Why?
- 3) Do you ever feel anxious when speaking English in front of your friends Why?
- 4) What things that makes you restless when speak English?
- 5) Do you feel scared to be score when speaking English? Why?
- 6) Do you feel uncomfortable when you are practicing English , but your friends or teachers correct the your words or you structure? Why?
- 7) Do you feel confused or troubled if your teacher explains the material in English ? Why?
- 8) Do you ever sweat while speaking English in front of the classroom ? Why?
- 9) Do you feel tense when your teacher called your name suddenly to practice speaking in front of the classroom? Why?

#### 3. Documentation

The document that used to collect the data can be text, image and video record. This researcher used the documentation such as transcript of interview record, a list of student' grades, and the photos of students activities in learning and interview process.

### **Data Analysis Technique**

The data analysis techniques in this research using Miles and Huberman data analysis model. The process in qualitative research are:

#### **1. Data Reduction**

Redraw the data means summarizing and focus on the important things. The researcher check the relevant data source to find the factors that caused the students anxiety when speaking English. The table here is the factors that contribute students speaking anxiety adapted from Rico, Taysi, and Horwitz.

Table 1. Factor contribute students anxiety.

<b>Factors contribute students anxiety.</b>
Fear of making mistake
Lack of vocabulary
Difficult to pronounce the words misspronunciation.
fear of negative evaluation

#### **2. Data Display**

In this research, the researcher used table to display the data.

#### **3. Conclusion Drawing/Verification**

The conclusion in the qualitative research is new finding of the research.

In this research, researchers used triangulation as a test of credibility. According to Sugiyono (2013: 273) triangulation in testing of credibility is as a checking data from various sources in various ways (technique), and various times. There are triangulation that used are:

#### **1. Source Triangulation**

Performed by checking the data that has been obtained from several sources. In this study, data were obtained through teachers, and students as subjects of research.

#### **2. Technique Triangulation**

The technique of triangulation was conducted by checked the data of the same source using different technique. In this research, the researcher explains the student's anxiety in speaking English by using interview, observation, and documentation.

### **Investigation of Data Validity**

## DATA FINDING

### 1. The Result of Observation

Subject	The Result of Observation (Characteristics of Anxiety)	Conclusion
S1	Looked as remembering the vocabulary by looked up. Speaking English by add Indonesian language.	Lack of vocabulary.
S2	Looked nervous and speak by quickly intonation. Long pauses, looked surprise when the teacher called her name suddenly.	Fear of making mistakes.
S3	Looked as remembering the vocabulary, overextend the time when speaking English, speaking by slowly tone, and speaking by vibrating tone.	Lack of vocabulary.
S4	Speaking by quickly and slowly tone until the pronunciation unhearble clear. Moving the hands and looked up when forgot the vocabulary.	Difficult to pronounce the words.
S5	Looked less confidence and brought a paper when speaking English in front of the class, speaking by slowly tone and repeating the words before, speaking by vibrating tone.	Less of confidence and fear of making mistakes.
S6	Speaking by quickly and slowly tone until the pronunciation unhearble clear. Looked shy and speak slowly. Looked as remembering the vocabulary and speaking by vibrating tone.	Difficult to pronounce the words and lack of vocabulary.
S7	Overextend the time when speaking English, repeating the some words, speaking by qucikly tone until the prononciation unhearable clear.	Lack of vocabulary.
S8	Repeating the same words. Speaking by add Indonesian language and mother tongue (javaness language), unclear pronunciation.	Lack of vocabulary and Difficult to pronounce the words.
S9	Speaking by vibrating tone and repeating the same words, move the hand in the head, speaking by quickly tone until the pronunciation unhearble clear.	Lack of vocabulary and Difficult to pronounce the words.

## 2. The Result of Interview

No	Subjects of Research	Conclusion	Teacher	Conclusion
1	<p>S1: I don't really like, because of lack of vocabulary.</p> <p>S2: Yes. It can add more knowledge.</p> <p>S3: Yes, I like it. Because it's so cool.</p> <p>S4: I don't really like. I found many difficult vocabularies.</p> <p>S5: I like English, but I felt rather hard due to the lack of vocabularies.</p> <p>S6: Yes. I like. Because it can add a new knowledge.</p> <p>S7: Yes. Because I can learn English.</p> <p>S8: Yes, sometimes.</p> <p>S9: Sometimes.</p>	Lack of vocabulary.	There are some students who like in English.	The students of class 8 <sup>th</sup> B love in English lesson.
2	<p>S1: No, I am brave (I am confidence)</p> <p>S2: Sometimes, because of nervous.</p> <p>S3: Sometimes, because of the vocabulary.</p> <p>S4: Yes, because fear of making mistakes.</p> <p>S5: Yes, because vocabulary and the pronunciation is not really fluent.</p> <p>S6: I was, because fear of making mistake.</p> <p>S7: Yes, because I can learn English.</p> <p>S8: No.</p> <p>S9: Yes, because the pronunciation is hard.</p>	Fear of making mistake and lack of vocabulary.	Yes, because English is not their mother language.	Fear of making mistake.
3	<p>S1: Yes, because my vocabulary is not really fluent.</p> <p>S2: I was, because fear of making mistakes.</p> <p>S3: Just a little, because fear of making mistakes to pronounce the words.</p> <p>S4: I was fear, because of making mistake to the vocabulary.</p> <p>S5: I was, because the lack of confidence.</p> <p>S6: I was, because unusual speaking English in the public area.</p> <p>S7: No.</p> <p>S8: No.</p>	Fear of making mistake and lack of vocabulary.	Yes, they usually feel shy with their friends. But, in the front of me, they were fear of making a mistakes.	Fear of making mistake.



	S9: I was, because I felt nervous.			
4	<p>S1: Vocabulary.</p> <p>S2: I am a new learner.</p> <p>S3: Vocabulary.</p> <p>S4: Vocabulary and pronunciation.</p> <p>S5: Vocabulary and pronunciation.</p> <p>S6: Fear of making mistakes when speaking English.</p> <p>S7: Forgot the language and vocabulary.</p> <p>S8: Vocabulary.</p> <p>S9: Shy when speaking English.</p>	The students were restless when speaking English due to the lack of vocabulary.		<p>The first fear to pronounced the words and the second was lack of vocabulary.</p> <p>Difficult to pronounce the words and lack of vocabulary.</p>
5	<p>S1: No, because the teacher never scold when making a mistakes.</p> <p>S2: I was fear to be score.</p> <p>S3: No.</p> <p>S4: Sometimes I fear to be score, and sometimes not.</p> <p>S5: Yes, because I cannot speaking English fluently.</p> <p>S6: Seldom.</p> <p>S7: No, because I wanna get the score.</p> <p>S8: No.</p> <p>S9: I was, because fear of wrong vocabulary.</p>	Fear of negative evaluation.		<p>Yes, they were feeling fear of negative score.</p> <p>Fear of negative evaluation.</p>
6	<p>S1: No.</p> <p>S2: I am not anxious.</p> <p>S3: No.</p> <p>S4: I was, because I was though that is correct, but wrong. It makes me shy.</p> <p>S5: No.</p> <p>S6: Seldom, I am not anxious but happy.</p> <p>S7: No, but I am shy because nervous.</p> <p>S8: Yes, because I have been came in front of the class, then fear making a mistakes.</p> <p>S9: No, but I am happy.</p>	Fear of making mistake.		<p>Whereas I never said "Wrong" I am waiting for them to finish they speaking. But they were fear.</p> <p>Fear of making mistake.</p>
7	<p>S1: Yes, sometimes confused because my teacher was used bilingual language.</p> <p>S2: I was, sometimes confused.</p> <p>S3: Yes, because the pronunciation was fast.</p> <p>S4: Yes, sometimes I felt confused when the teacher explained in full English.</p> <p>S5: I felt confused. because the teacher used full English.</p>	Lack of vocabulary and difficult to pronounce the words.		<p>Yes, they were confused.</p> <p>Lack of vocabulary.</p>

	<p>S6: No, sometimes I was understood.</p> <p>S7: depend on the teacher explained.</p> <p>S8: Sometimes I felt confused, because the teacher explained the material fast and my vocabulary was lack.</p> <p>S9: Iam often confused.</p>				
8	<p>S1: No.</p> <p>S2: Never.</p> <p>S3: I was, because I felt nervous sometimes.</p> <p>S4: Not yet.</p> <p>S5: Yes, I was, because nervous.</p> <p>S6: No, I was enjoyed it.</p> <p>S7: Seldom.</p> <p>S8: Not yet.</p> <p>S9: No.</p>	Fear of making mistake.		Sometimes, when they felt nervous.	Fear of making mistake.
9	<p>S1: No, it was as media of learning for mine.</p> <p>S2: Yes, I was. Iam feeling fear of negative score.</p> <p>S3: Yes, because the lack of preparation.</p> <p>S4: No.</p> <p>S5: Yes, I felt tense.</p> <p>S6: Yes, I was.</p> <p>S7: Yes, because I don't listened.</p> <p>S8: Yes, because I did not know how to begin speaking.</p> <p>S9: Yes, I was.</p>	Fear of making mistake and fear of negative evalution.		Yes, it was certain. Because they were fear of making mistake.	Fear of making mistake.

## DISCUSSION

Based on the finding of the research, The researcher found some factors were caused the students of 8<sup>th</sup> B grade were feeling anxious when speaking English, those are:

### 1. Lack of Vocabulary

According to interview of research, students felt anxious when speaking English due to lack of vocabulary . When they spoke English in the front of the classroom , they tended to look up or with a long pause to remember the vocabulary. So, that made them difficult to make a sentences. It could make difficult for students to express their ideas when speaking English.

The subjects of research reveal that they did not understand if the teacher explained the material in full English. They felt confused about the new vocabularies. So it would makes the subjects of the research felt anxious and nerveous when asked by the teacher.

### 2. Fear of making mistakes

Most of subjects of research responded that they were very anxious when speaking English in front of the class. They were fear of making mistakes, until choosed not to come in front of the class when

the teacher called their name. In addition, because fear of making mistakes, there was a student that carried a book while speaking English. The teacher was mentioned that the students were felt fear first before the teacher asked them to go forward and speaking in English. There are some students that dare to come forward. Most of them feel fear to make a mistake when speaking English. They felt embarrassed, when they had mistake in the sentences or words when speaking English. They had negative thinking first that their friends will be laugh of them. So, it make them pessimist.

### 3. Difficult to pronounce the words

Difficult to pronounce the words as a factor that caused the students' anxiety in speaking English. During observation some of subjects of the research seemed restless and worried when the teacher asked them to retell in English. There were some of student seen stuttering sound and scratching their heads while talking. Besides that Some of them were said "*gak tau kata-katanya pak!*". Most of them said that they have

bad pronunciation and feeling fear to pronounce the words. They were thought that the English pronunciation is difficult. So they were less confident to pronounce it. The student will feel anxious when they were hard to pronounce a word in English (pronunciation).

4. Feeling fear of negative evaluation

Another factors that caused students anxiety in speaking is feeling fear of negative evaluation. based on the result of interview, there were some students who fear to be scored when speaking English. They are S2, S4, S5, and S9. S5 said that she was afraid of being judged for not mastering English. But most of subjects feel confident and did not feel afraid of being assessed. As S1 said that English teachers never scold him when He got wrong. But the teacher correct the mistake and improve their skill also.

## CONCLUSION

Based on the results of research and discussion, the analysis of students English speaking anxiety can be concluded. These are the factors causes anxiety in speaking English:

1. The students feel anxious when speaking English because of the lack of vocabulary.
2. The Students are difficult to pronounce the words. It will make the students hard to express their opinions in English.
3. The students are fear of making mistake when speaking English. Moreover when speaking English in the public area or in front of their friends.
4. The students feel fear of negative evaluation. It occurs because they do not have enough preparation when they practice speaking English.

## REFERENCE

- Brown, Douglas. 2004. *Language Assessment*. USA: Pearson Education.
- classroom anxiety. *Modern Language Journal*, 70, 125-132.
- Durand, V. Mark and Barlow, David. H. 2006. *Psikologi Abnormal*. Yogyakarta: Pustaka Belajar.
- Emriz. 2010. *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: Rajawali Press.
- Horwitz, E. K., Horwitz, M. B. and Cope, J. (1986). Foreign language
- Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc Graw Hill.

- Rico, Lynne T. Diaz. 2013. *Strategies for Teaching English Learners*. Boston: Pearson Education.
- Sugiono. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung. Alfabeta.
- Taysi, Eda. 2015. *A Study On Turkish EFL Students' English Speaking Anxiety*. International Journal of Languages' Education and Teaching, 2198-4999: 587-588. (diakses pada tanggal 08 Agustus 2017)
- Wendy and Lisbeth. *Teaching English to Children*. New York: Longman.
- Wiramihardja, Sutardjo. 2010. *Pengantar Psikologi Abnormal*. Bandung: PT Refika Aditama.